

implementation, and the necessity for redesigning these systems and linking such evaluation to individualized feedback and substantive targeted support in order to ensure effective teaching.

(11) Research by Kenneth Liethwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom found that—

(A) leadership is second only to classroom instruction among school-related factors that influence student outcomes; and

(B) direct and indirect leadership effects account for about one-quarter of total school effects on student learning.

(12) Research by Charles Clotfelter, Helen Ladd, Kenneth Liethwood, and Anthony Milanowski has shown that the quality of working conditions, particularly supportive school leadership, impacts student academic achievement and teacher recruitment, retention, and effectiveness.

(b) PURPOSES.—The purposes of this Act are to build capacity for developing effective teachers and principals in our Nation's schools through—

(1) the redesign of teacher and principal evaluation and assessment systems;

(2) comprehensive, high-quality, rigorous multi-year induction and mentoring programs for beginning teachers, principals, and other school leaders;

(3) systematic, sustained, and coherent professional development for all teachers that is team-based and job-embedded;

(4) systematic, sustained, and coherent professional development for school principals, other school leaders, school librarians, paraprofessionals, and other staff; and

(5) increased teacher leadership opportunities, including compensation for teacher leaders who take on new roles in providing school-based professional development, mentoring, rigorous evaluation, and instructional coaching.

### SEC. 3. DEFINITIONS.

Section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) is amended—

(1) by striking paragraph (34) and inserting the following:

“(34) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ means comprehensive, sustained, and intensive support, provided for teachers, principals, school librarians, other school leaders, and other instructional staff, that—

“(A) fosters collective responsibility for improved student learning;

“(B) is designed and implemented in a manner that increases teacher, principal, school librarian, other school leader, paraprofessional, and other instructional staff effectiveness in improving student learning and strengthening classroom practice;

“(C) analyzes and uses real-time data and information collected from—

“(i) evidence of student learning;

“(ii) evidence of classroom practice; and

“(iii) the State's longitudinal data system;

“(D) is aligned with—

“(i) rigorous State student academic achievement standards developed under section 1111(b)(1);

“(ii) related academic and school improvement goals of the school, local educational agency, and statewide curriculum;

“(iii) statewide and local curricula; and

“(iv) rigorous standards of professional practice and development;

“(E) primarily occurs multiple times per week during the regular school day among established collaborative teams of teachers, principals, school librarians, other school leaders, and other instructional staff, by grade level and content area (to the extent applicable and practicable), which teams engage in a continuous cycle of professional learning and improvement that—

“(i) identifies, reviews, and analyzes—

“(I) evidence of student learning; and

“(II) evidence of classroom practice;

“(ii) defines a clear set of educator learning goals to improve student learning and strengthen classroom practice based on the rigorous analysis of evidence of student learning and evidence of classroom practice;

“(iii) develops and implements coherent, sustained, and evidenced-based professional development strategies to meet such goals (including through instructional coaching, lesson study, and study groups organized at the school, team, or individual levels);

“(iv) provides learning opportunities for teachers to collectively develop and refine student learning goals and the teachers' instructional practices and the use of formative assessment;

“(v) provides an effective mechanism to support the transfer of new knowledge and skills to the classroom (including utilizing teacher leaders, instructional coaches, and content experts to support such transfer); and

“(vi) provides opportunities for follow-up, observation, and formative feedback and assessment of the teacher's classroom practice, on a regular basis and in a manner that allows each such teacher to identify areas of classroom practice that need to be strengthened, refined, and improved;

“(F) regularly assesses the effectiveness of the professional development, and uses such assessments to inform ongoing improvements, in—

“(i) improving student learning; and

“(ii) strengthening classroom practice; and

“(G) supports the recruiting, hiring, and training of highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification or licensure.”;

(2) by adding at the end the following:

“(44) EVIDENCE OF CLASSROOM PRACTICE.—The term ‘evidence of classroom practice’ means evidence of classroom practice gathered through multiple formats and sources, including some or all of the following:

“(A) Demonstration of effective teaching skills.

“(B) Classroom observations based on rigorous teacher performance standards or rubrics.

“(C) Student work.

“(D) Teacher portfolios.

“(E) Videos of teacher practice.

“(F) Lesson plans.

“(G) Information on the extent to which the teacher collaborates and shares best practices with other teachers and instructional staff.

“(H) Information on the teacher's successful use of research and data.

“(I) Parent, student, and peer feedback.

“(45) EVIDENCE OF STUDENT LEARNING.—The term ‘evidence of student learning’ means—

“(A) data, which shall include value-added data based on student learning gains and teacher impact where available, on State student academic assessments under section 1111(c); and

“(B) other evidence of student learning, including some or all of the following:

“(i) Data, which shall include value-added data based on student learning gains and teacher impact where available, on other student academic achievement assessments.

“(ii) Student work, including measures of performance criteria and evidence of student growth.

“(iii) Teacher-generated information about student goals and growth.

“(iv) Formative and summative assessments.

“(v) Objective performance-based assessments.

“(vi) Assessments of affective engagement and self-efficacy.

“(46) LOWEST ACHIEVING SCHOOL.—The term ‘lowest achieving school’ means a school served by a local educational agency that—

“(A) is failing to make adequate yearly progress as described in section 1111(b)(2), for the greatest number of subgroups described in section 1111(b)(2)(C)(v) and by the greatest margins, as compared to the other schools served by the local educational agency; and

“(B) in the case of a secondary school, has a graduation rate of less than 65 percent.

“(47) SCHOOL LEADER.—The term ‘school leader’ means an individual who—

“(A) is an employee or officer of a school; and

“(B) is responsible for—

“(i) the school's performance; and

“(ii) the daily instructional and managerial operations of the school.

“(48) TEACHING SKILLS.—The term ‘teaching skills’ means skills that are consistent with section 200 of the Higher Education Act of 1965 and that enable a teacher to—

“(A) increase student learning, achievement, and the ability to apply knowledge;

“(B) effectively convey and explain academic subject matter;

“(C) effectively teach higher-order analytical, evaluation, problem-solving, and communication skills;

“(D) develop and effectively apply new knowledge, skills, and practices;

“(E) employ strategies grounded in the disciplines of teaching and learning that—

“(i) are based on empirically based practice and scientifically valid research, where applicable, related to teaching and learning;

“(ii) are specific to academic subject matter;

“(iii) focus on the identification of students' specific learning needs, (including children with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels), and the tailoring of academic instruction to such needs; and

“(iv) enable effective inclusion of children with disabilities and English language learners, including the utilization of—

“(I) response to intervention;

“(II) positive behavioral supports;

“(III) differentiated instruction;

“(IV) universal design of learning;

“(V) appropriate accommodations for instruction and assessments;

“(VI) collaboration skills; and

“(VII) skill in effectively participating in individualized education program meetings required under section 614 of the Individuals with Disabilities Education Act (20 U.S.C. 1414);

“(F) conduct an ongoing assessment of student learning, which may include the use of formative assessments, performance-based assessments, project-based assessments, or portfolio assessments, that measures higher-order thinking skills (including application, analysis, synthesis, and evaluation);

“(G) effectively manage a classroom, including the ability to implement positive behavioral support strategies;

“(H) communicate and work with parents, and involve parents in their children's education; and

“(I) use age-appropriate and developmentally appropriate strategies and practices.”; and

(3) by redesignating paragraphs (1) through (39), the undesignated paragraph following paragraph (39), and paragraphs (41) through (48) (as amended by this section) as paragraphs (1) through (18), (21) through (28), (30) through (40), (42) through (46), (48), (19), (20), (29), (41), and (47), respectively.